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professional school to educate workers to work in the workers' movements and frankly aims not to educate the workers out of their class.

"One of the greatest factors, if not the greatest factor, in education at Brookwood is the community living, which itself presents and offers opportunity to work out the problems of democracy as they arise from day to day.

"Nor are any persons set apart as exclusively manual workers. All participate in the daily tasks. Faculty and students perform the jobs that call for attention, from cooking to wood cutting and from farming to dishwashing. The importance and dignity of hand work and head work are both fully recognized.

"In the history courses, consideration will be given to the social forces at work through the masses rather than to the political and militaristic activities of the ruling classes. There will be a course in labor, taking in its history, organizations, problems, tactics, and its future. Music, art, and letters also will receive attention."

Reference may also be made to an article by Herbert Feis on the Workers Educational Movement in the United States, in *School and Society* for September 10th, with a discussion of the relation of this movement to the universities.

THE ANTIOCH PLAN.—"What American colleges most need is a new definition of the aims of general education and a new method by which there may be secured to it the concentration, energy, and enthusiasm which attend vocational and professional studies. To give the general student the virtues of specialization, not its defects, is the problem of the college of to-day. At first sight it might seem that the university, where the general student is at last in physical contact with all the resources of special research, is the place where the problem is to be solved; but experience seems to prove that it is there that the chasm is widest. It is in the very shadow of specialization that the general student shows himself least responsible, least concerned with justifying his existence. And in the mass and momentum of a university there is difficulty in organizing

the regular students, who tend more and more to become irregular, a kind of militia as opposed to the trained shock troops of the professional courses. For many reasons the small college is better fitted than the university to undertake experiments: its size, its flexibility, its environment, often give it decisive advantages. Educators have watched with close attention Amherst in New England and Carleton in Minnesota. Now Antioch comes into the picture.

"The essence of the Antioch Plan is the coordination of technical and cultural education, 'so that while the student is becoming fitted for work in a profession or other vocation, he or she at the same time will be preparing for effective citizenship.' The aim is not to treat the general college course as a preliminary to specialization, but to penetrate that course with the very material and methods of specialization. 'The Antioch program provides that the professional or technical student may spend half his time at school, and half in practical work, as nearly as possible along the line of his preferred calling. To this end students will alternate five weeks of school and five weeks at work.' Arrangements have been made with neighboring factories to employ students on this half-time basis, and it is planned to erect a factory building on the campus where a number of small industries can be housed. An obvious economy is effected when the effort which a student frequently is obliged to put forth for self-support is directed into the channels in which his educational activity is flowing. But this practical experience is to be infused with the spirit of the general educative process as a whole.

"The aim of all vocational courses at Antioch, whether professional, industrial, or commercial, is to develop in the student capacity for initiative, self-reliance, sound judgment, and the ability to carry ultimate responsibility in his calling. Antioch will not offer highly specialized courses in any occupation. It will rather aim to develop and to coordinate general knowledge and practical capability in all phases of administration. . . . Antioch is to make generalists rather than specialists.

"That this plan offers certain immediate advantages in increasing the morale of the student body is evident. For one thing, by making every student 'work his way through college,'

it promises to limit attendance to those who wish to be educated, and eliminates the vast, inert mass of those who do not. For another, it may be premised that the boy or girl whose preference for intellectual work is clear, will find his desire strengthened by the contrast between it and manual toil. The return to study after five weeks of factory or office work will take place with real zest and renewed energy. But there is a larger social principle involved. The New Society sketched by Walter Rathenau depends upon what he calls the Interchange of Labor as one of its main principles. According to this conception every man or woman engaged in mechanical toil has the right to do a portion of his day's work in intellectual employment, and every brain worker must devote a portion of his time to physical labor. The proportion between physical and intellectual toil is to be determined by tests of the citizen's capacity. As an initiation Dr. Rathenau would have the entire youth of Germany devote a year of labor service to bodily training and work. By this plan he proposes to establish a genuine equality of opportunity and a fraternity of toil, a true democracy. It is obvious that the Antioch Plan, within the limits of a college community, follows the lines which Dr. Rathenau has laid down for the regeneration of society as a whole. The experiment has thus a large social bearing, and we may expect that in the light of this fact the members of the community will give themselves to it with enthusiasm."—*New Republic*.

DISTRIBUTION OF AMERICAN COLLEGES.—Extracts from preliminary Report of the Commission of the Association of American Colleges May 21, 1921:

If we attempt to answer how many colleges are needed in the United States, we must set up some estimate of the number of American youths who will profitably attend college in the next fifty years. . . .

While no very definite figure for the number included within this classification can be obtained, the best estimate we can secure points to 500,000 young men and women in college, technical schools, or teachers' college this year (455,000 in colleges and technical schools and 45,000 of college grade in normal schools). With the population of the United States 106,000,000